



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**JUNE EXAMINATION**

**PROGRAMME:** B.Ed. Intermediate Phase  
**MODULE:** Culture and the Natural Environment 3A  
**CODE:** CNEINA3  
**TIME:** Take Home Examination  
**MARKS:** 100 marks (Lesson plan: 30 marks; Play script: 70 marks)  
**EXAMINER:** Dr. A.D. Nkosi (University of Johannesburg)  
**MODERATOR:** Dr. E. Jansen van Vuuren (University of Mpumalanga)  
 (This paper consists of 5 pages)

**INSTRUCTIONS:**

1. This exam is in the format of a take home exam and the date and time of collection of this exam project will be provided by the lecturer in class and on Blackboard. You will have to sign the class list as receipt of the examination paper.
2. On the day of your examination as per the University exam schedule, you will arrive at the exam venue as specified by the exam schedule, 15 minutes before the exam starts and you will be required to sit in the venue for 30 minutes whilst your exam project is collected.
3. The exam project should be original work and if the examiner picks up that you have used existing material (plagiarism) your work will be disqualified and you will face student disciplinary action.

**Introduction to the Project**

As an Intermediate Phase teacher specializing in Arts Education, you will be faced with the challenge of creatively teaching the Arts (in this case Drama) within the constraints of limited arts resources, such as costumes and drama texts. It is therefore imperative that you are able to utilize the skills of script writing to develop new teaching material and use your creativity in using available or recycled materials for costumes.

Teaching Arts should be both *educational* and *entertaining* (hence the commonly used term *Edutainment*, which derives from the two aforementioned words) for the learners to learn whilst enjoying it. It is thus important that the content be in line with the academic themes from a subject such as Social Science that deals with holistically developing the values of the learners and shaping responsible, law abiding citizens.

### **Blended Learning Project: Drama and PSW: an Edutainment Project for Life Skills**

In this project, you are required to develop a lesson plan and an original play script with a theme based on the social issues experienced by the learners in their daily lives and at school. The main issues that the script should address should be taken from the CAPS document of Life Skills for grade 3 (**Personal and Social Well-being component**) and be referenced to the topic/s they fall under (e.g. ***Development of the Self, Health or Environmental responsibility, Social responsibility***).

#### **Task 1: Lesson plan (1 x lesson plan covering any chosen PSW topic)**

Lesson plan specifications:

- Use the UJ Faculty of Education lesson template (the one you use for your lessons at Funda UJabule for lesson planning) and develop a plan for a 45 minute lesson in Life Skills. The lesson plan should include at least two formative assessment activities for the learners.
- Fill in all the sections except for the reflection-in-action and reflection-on-action sections.

#### **Task 2: Play script (1 x original play script - to be used in the lesson plan as a teaching resource task)**

**Play and script specifications:**

- There should be a maximum of five characters in the play.
- The play should be suitable for intermediate phase learners and the moral of the story should speak directly to the holistic development of the learner.
- The play should reflect all the elements of drama.
- Script format (12 font size, Times New Roman font, single spacing).
- Word count: 1000 words (excluding cover page and contents of page 1-3 as specified in the outlay instruction of the production script below).

**Outlay of the production script:**

- Cover page: Name of drama and author (which is you as the student).
- Page 1: List of all the characters in the drama.
- Page 2: List of properties (props) that are going to be used.
- Page 3: The summary of the story (maximum of 4 sentences/lines)
- Page 4: A fully written out play script with the dialogue, plot, music, etc. (including consideration and incorporation of all elements of drama).

### Guidelines

The script should be written in the format of a professional script. Inclusion of stage entrances/direction is recommended. Lighting should not be included as all the plays should be created for classroom lesson presentation purposes. Music tracks or poetry should be presented in lyric format for which melodies can be composed by the performers in promotion of musical creativity (mainly vocal melody composition). The script should be carefully edited for grammar and typos.



### Project rubrics:

#### Rubric 1: Rubric for Play Script

Criteria	Excellent 8-10	Good 7-5	Average 0-4	Final Mark
<b>Content Page</b>	Excellent content page with all the detail requirements of the script	Good content page, but some details of the script are left out	The content page is poorly presented	
<b>Summary</b>	The summary of the play is well written and does not give out too much details about the play	The summary of the play gives too much details about the play itself	The summary of the play is poorly written and does not give an proper idea of what the play is about	
<b>Prop and costume list</b>	Excellent choice of props and costumes which are relevant to the script's characters and plots	Good choice of props and costumes, however some of them are not adding value to the characters and plots of the drama	Props and costumes are irrelevant and do not enhance the play holistically	

<b>Dialogue</b>	Excellent grammar and well edited script.	Grammar of the dialogue needs minor editing	The grammar of the dialogue needs major editing	
<b>Music lyrics /Choral Verse or Poetry</b>	The Music Lyrics/Poetry lines in the different sections enhance the dialogue and the theme of the play	The music and Poetry lines in the different sections are not directly in line with the dialogue and partially enhances the dialogue	The Music lyrics/ Choral verse or poetry is poor and not creative at all	
<b>Theme</b>	The theme of the story is carried throughout the play using all the elements of drama	The theme of the story is somehow getting lost within the play(due to some elements of drama included in the different plots and scenes)	The theme of the story is poorly maintained throughout the story	
<b>Plot</b>	The plots of the drama are well presented and are relevant to the unfolding of the drama sequence	Some of the plots of the drama are irrelevant and does not add value to the unfolding of the sequences of the drama	The plots are poorly presented and only add some value to the drama	
<b>Total: 70 marks</b>				

### **Rubric 2: Rubric for Lesson plan**

Criteria	Excellent 4-5	Good 2-3	Average 0-1	Final Mark
<b>Lesson Aim</b>	The aims are clearly stated and are aligned with the lesson objectives	The aims are not clearly stated and not completely aligned with the	The aims and lesson objectives are not aligned	

		lesson objectives		
<b>Lesson Objective</b>	The lesson objectives are achievable and in line with the lesson topic	The lesson objectives are not all achievable but aligned with the lesson topic	The lesson objectives are not realistic and not aligned to the lesson objectives	
<b>Teaching Aids</b>	The teaching aids mentioned in the lesson plan are relevant and add value to the lesson	Teaching aids are limited but add value to the lesson plan	The teaching aids chosen are poor /not relevant and do not add value to the lesson plan	
<b>Teaching Process</b>	The teaching process is sequential and chronological. The activities of the teacher and the learners are aligned	The teaching sequence does no smoothly flowing and connect from one section to the next. The activities of the teacher and learners are somehow not aligned	The teaching process is disjunct and does not connect from one section to the next. The teachers activity and the learners activity are not aligned	
<b>Reflection for Action</b>	All the possible challenges of the lesson are identified and their mitigation plans are realistic and relevant	Some of the possible challenges that may occur during the lesson are identified and their mitigation plans are realistic and relevant	Only few possible challenges that may occur during the lesson have been identified and their mitigation plans are somehow unrealistic and not relevant	
<b>Assessment</b>	The assessment activities of this lesson plan are appropriate and are aligned with the lesson objectives	The assessment activities of this lesson plan are somehow inappropriate and are not completely aligned to the lesson objectives	The assessment activities of this lesson plan are not appropriate and are not aligned to the lesson objectives	
<b>Total: 30 marks</b>				

100

100

100